Program Policy Manual

Second Edition

Alberta

EDUCATION

PROGRAM POLICY MANUAL

ALBERTA EDUCATION

SECOND EDITION

Revised 1984 09 17

PROGRAM POLICY MANUAL

TABLE OF CONTENTS

I. INTRODUCTION 1

II. SPECIAL NEEDS PROGRAMS

A. Early Childhood Services 6
B. Educational Opportunities Fund
1. Compensatory 10
2. Elementary 13
C. Official and Other Languages 16
1. French Language Programs 17
2. Languages Other than English or French 20
3. English as a Second Language 23
D. Regional Film Centres 25
E. School Extension Programs 29
F. Special Education 32
G. Teacher Inservice 36
H. Vocational Education Programs
1. Academic-Occupational 39
2. Vocational Education 44

III. SCHOOL CAPITAL PROGRAMS

A. School Capital Funding 49
B. Building Quality Restoration Program 54

IV. TRANSPORTATION AND BOARDING GRANTS

A. Urban and Rural Transportation Grants 60
B. Special Education Transportation Grants 63
C. Second Language Transportation Grants 65

V. PROVINCIAL EVALUATION POLICIES

A. Student Evaluation 70
B. Teacher Evaluation 72
C. Program Evaluation 74
D. School Evaluation 76
E. School System Evaluation 78
F. Evaluation Procedures 80

VI. DEFINITIONS OF SELECTED MANAGEMENT TERMS 83

SECTION ONE:

INTRODUCTION

SECTION ONE

INTRODUCTION

BACKGROUND

In January 1984, Alberta Education initiated the Management and Finance Plan (MFP). The tabling of the Program Policy Manual in May 1984 represented the first stage of implementing the MFP. Since then, as a result of both internal and school jurisdictional review, the manual has undergone some revisions, incorporated here.

The majority of revisions to the manual apply primarily in the area of procedures. For example, the Grant Application Form submission date has been changed to October 22, a date preferred by school jurisdictions. Further revisions to the manual will normally be treated as updates, copies of which will be sent to everyone on the distribution list.

SCOPE

In terms of format and purpose, the manual remains unchanged. Four areas of Alberta Education's activities are included:

- Special Needs Programs
- School Capital Financing
- Transportation and Boarding Grants
- Evaluation

Also included in the manual are the set of management definitions used in the preparation of this manual.

Its twofold purpose remains unchanged:

- To provide provincial direction via policy, guidelines, and procedures for which school jurisdictions are required to develop complementary policy, guidelines, and procedures should they wish to utilize provincial funds.

- To provide procedures outlining the basic steps to be followed for school jurisdictions and non-profit ECS operators who wish to access provincial funds.

FORMAT OF POLICY MANUAL

For each of the programs described in the manual, there are five brief sections:

- BACKGROUND: A brief introduction and rationale for the policy.
- POLICY: A policy statement outlines the basic intention of a program. It is a brief general description of why the program exists.
- GUIDELINES: Guidelines describe the key characteristics of the program. For example, the basic funding mechanism, program priorities, and other essential features are outlined.
- PROCEDURES: Procedures outline the steps required to implement the policy. They generally outline who does what, how, and in what sequence and are either mandatory or discretionary.
- DEFINITIONS: Selected definitions are included to ensure that key technical information is available easily.

Users of this manual should note that, among the procedures and guidelines, some are mandatory while others are discretionary. The two types can be quickly distinguished by reference to their verbs: the former uses "must" or "will"; the latter uses "should" or "may." For example, "School jurisdictions will monitor and evaluate. . ." and "School jurisdictions will develop, and keep current and on file their policies, guidelines. . ." indicate that these actions are mandatory; and "In planning an inservice program, local authorities should involve teachers in planning, implementing, and evaluating. . ." indicates discretionary action.

REQUIREMENTS FOR SCHOOL JURISDICTION POLICIES, GUIDELINES, AND PROCEDURES

The implementation of the MFP will continue over the next three years. Ongoing monitoring and continued discussions with school jurisdictions will occur as MFP implementation continues. In this regard, it is important to note that the procedures in the manual make reference to school jurisdictions having their policies, guidelines, and procedures in place before application is made for grants. Jurisdictions are requested to complete this step according to the following schedule:

By January, 1985:	Student and teacher evaluation policies to be developed
By June 30, 1985:	Program, school, and school system evaluation policies to be developed
By September, 1985:	Program policies for the Special Needs, School Capital, and Transportation sections of this manual to be developed

Introduction (continued)

School jurisdiction policies, guidelines, and procedures will be a matter of public record, available upon request.

Questions in regard to this implementation schedule should be directed to the appropriate Director of the Regional Office of Education.

RELATIONSHIP OF THIS MANUAL TO SCHOOL GRANTS MANUAL

Applicants should refer to both this manual and the School Grants Manual in order to identify provincial program and funding requirements. The School Grants Manual provides more detail than this one on financial and application procedures that must be followed by applicants wishing to gain access to provincial funds.

CONTACT

General inquiries related to the Program Policy Manual may be directed to:

Policy Analysis and Development
Planning Services Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2
(403) 422-4038

SECTION TWO:

SPECIAL NEEDS PROGRAM

EARLY CHILDHOOD SERVICES

BACKGROUND

Early Childhood Services (ECS) is a voluntary program directed at the integration of educational, health, recreational, and social services for young children below the age of school entrance. Operators, in co-operation with parents, staff, and community services, are to develop, implement, and evaluate programs intended to strengthen the sense of dignity and self-worth in the child. Recognition is to be given to the belief that human development is a continuous, sequential, and interactive process. Parents are considered to be primary agents in the child's development and through participation in that development are afforded opportunities for personal growth. Play is considered central to the learning that occurs as children interact with their environment. Results with respect to the development of children should be determined in terms of individual growth rather than by comparison with the growth of others.

POLICY

For the purposes of enhancing individual abilities and future educational opportunities, Alberta Education supports the provision of integrated services, through parents, staff, and community, that address the developmental needs of each child before school entrance.

Early Childhood Services (continued)

GUIDELINES

1. Alberta Education will support the delivery of ECS programs through public and non-profit operators.

2. The provision of early childhood programs by school jurisdictions is voluntary.

3. Participation in early childhood programs is voluntary.

4. School jurisdictions and non-profit operators will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

5. Operators are encouraged to support active parental participation in ECS programs.

6. Children eligible for ECS programs are:

   (a) those one year prior to school entrance; and
   (b) in the case of children with special needs, those up to three years prior to school entrance.

7. Alberta Education will provide funding for ECS programs on a child-served basis.

8. For program approval purposes, operators are responsible for establishing and maintaining legal status, employing certificated teachers, utilizing approved facilities, and procuring recent assessments of special needs children for whom grants will be claimed.

9. Operators are responsible for the formulation and implementation of policies, guidelines, and procedures for the identification of, and response to, the developmental needs of each child.

10. Alberta Education may assist the operators in conjunction with staff, parents, and community, in developing, implementing, monitoring, and evaluating ECS programs.

11. Alberta Education is responsible for monitoring and evaluating the staff, program, and facilities of non-profit early childhood operators.

Early Childhood Services (continued)

PROCEDURES

1. Alberta Education will provide general information to operators in January in regard to the level of provincial financial support.

2. Operators will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

3. New operators will submit by April 1, to the nearest Regional Office of Education, notification of intent to provide Early Childhood Services in accordance with Alberta Education policies, guidelines, and procedures.

4. Established operators shall retain for review or submission, as requested by the Regional Office of Education, documentation regarding legal status, teacher certification, facility approval, and program plans based on recent assessments of special needs children.

5. Funds will be allocated by Alberta Education on the basis of the enrolment of children served as at September 30. For programs that begin after September 30, this child count will be taken as at the last operating day of the month in which the program begins.

6. Operators will submit information on the enrolment of children served, and on the type of service provided to the Regional Office of Education for approval by October 22.

7. Operators will monitor and evaluate the instructional programs and operations as required by their evaluation policies.

8. Regional Offices of Education will monitor programs as required.

9. Alberta Education will evaluate early childhood programs and operations as required. The results of the evaluation will become public documents.

10. Operators will submit two copies of the Annual Report to the nearest Regional Office of Education by July 31.

11. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

12. Operators may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

13. School jurisdiction operators will submit a Budget Report Form to the School Business Administration Branch by April 30. Non-profit operators will submit a Budget Report Form by September 30.

Early Childhood Services (continued)

14. School jurisdiction operators will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28. Non-profit operators will submit an annual Audited Financial Statement to the School Business Administration Branch by September 30.

DEFINITIONS

1. **OPERATOR**

A school board or non-profit, community-based society incorporated under the Societies Act (RSA 1980, Ch. S-18), or other legal entity that offers an early childhood program.

EDUCATIONAL OPPORTUNITIES FUND--COMPENSATORY COMPONENT

BACKGROUND

The compensatory component of the Educational Opportunities Fund (EOF) was established by Alberta Education in 1973. It is a program designed to assist local school authorities to cope with the needs of students who are disadvantaged by social and economic conditions.

POLICY

Alberta Education supports locally initiated educational programs that are designed to help students compensate for adverse social and economic conditions.

GUIDELINES

1. School jurisdictions will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

2. The compensatory component of the EOF is funded in three-year cycles, with the present funding cycle to end on June 30, 1985.

3. Compensatory EOF grants will be available for approved projects to selected school jurisdictions that meet the economic and social criteria determined by Alberta Education prior to each funding cycle. Projects for Grades 1-12 are eligible.

4. The compensatory EOF programs are to be designed for students in any or all grades who require supplemental or alternative instruction designed to meet the needs of educationally disadvantaged students having an age-grade discrepancy of more than one year.

Educational Opportunities Fund-Compensatory Component (Continued)

5. In designing a compensatory program, local authorities must ensure:

   (a) that direct instructional services are provided to the student;
   (b) that services are provided on a priority basis to those students in the jurisdiction who most need them;
   (c) that the program is sufficiently different from the regular school programs so as to be identifiable and observable; and
   (d) that the program is designed to assist in reducing an age-grade discrepancy of more than one year.

PROCEDURES

1. Alberta Education will announce any adjustments in compensatory EOF grants in January of each year and these will take effect in the following school year.

2. Before March 1 in the year beginning a new three-year funding cycle, Alberta Education will determine which school jurisdictions are eligible to apply for compensatory EOF funding on the basis of adjusted equalized assessment per resident student. The school jurisdictions that meet this economic criterion will be advised that they are eligible to apply for the program.

3. Eligible school jurisdictions that wish to apply for EOF funding must then submit a proposal to the Support Programs Branch that describes the nature of the social and educational disadvantages experienced by their students, details the compensatory program, and contains a proposed budget for the program.

4. The Support Programs Branch will review these submissions, consult with interested jurisdictions if required, and allocate available EOF compensatory funds on the basis of need as indicated by both criteria of eligibility (economic and social).

5. Decisions of the Support Programs Branch on eligibility and allocation of funds may be appealed to the Assistant Deputy Minister of the Program Delivery Division.

6. A jurisdiction that is eligible for funding in one three-year cycle but that fails to satisfy the criteria in the next three-year cycle will have its allocation reduced by 50%. If this failure occurs again in the following three-year cycle, the allocation will be reduced to zero.

7. The Support Programs Branch will review the proposed three-year plan and budget and approve the plan for funding if it satisfies the guidelines. School jurisdictions are required to submit a plan and budget for each three-year cycle.

8. School jurisdictions will maintain on file the project plans for the EOF Compensatory Program.

Educational Opportunities Fund-Compensatory Component (Continued)

9. Alberta Education will distribute compensatory EOF grants to participating jurisdictions for the length of the funding cycle, subject to satisfactory compliance with the program and financial requirements, and in the absence of any need to adjust the grants.

10. School jurisdictions will monitor and evaluate compensatory EOF programs as required by their evaluation policies.

11. Each school jurisdiction will report on compensatory EOF programs in its Annual Report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

12. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

13. School jurisdictions will submit a Budget Report Form to the School Business Administration Branch by April 30.

14. The participating school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

EDUCATIONAL OPPORTUNITIES FUND--ELEMENTARY COMPONENT

BACKGROUND

The elementary component of the Educational Opportunities Fund (EOF) was established by Alberta Education in 1973. It is a program designed to encourage local school authorities to enhance the regular education program at the elementary level.

POLICY

Alberta Education supports locally initiated educational programs that enhance the regular school program available to elementary students.

GUIDELINES

1. School jurisdictions will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

2. The elementary component of the EOF is funded in three-year cycles, with the next funding cycle to begin on September 1, 1984, and to end on August 31, 1987.

3. Elementary EOF programs are to be designed for students in Grades 1-6.

4. All school jurisdictions are eligible to apply.

5. School jurisdictions accessing the program will receive EOF grants on the basis of pupils eligible for School Foundation Program Fund (SFPF) support. A per-pupil grant will be provided up to the maximum amount approved by the Minister.

6. In determining local needs and priorities, school jurisdictions are to be aware of current priority areas suggested by Alberta Education. For the funding cycle beginning September 1, 1984, suggested priority areas are:

   (a) programs that enrich the basic program of studies;
   (b) computer education;
   (c) guidance and counselling;
   (d) library services; and
   (e) fine arts.

Education Opportunities Fund--Elementary Component (Continued)

7. In designing an elementary EOF program, local authorities must ensure:

   (a) that direct instructional services are provided to the student;
   (b) that the program is recognizably different from the regular school programs; and
   (c) that the program is designed to result in recognizable improvement upon or extension to the regular program.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial financial support.

2. Funds will be allocated by Alberta Education on the basis of the school jurisdiction's number of elementary pupils eligible for SFPF support as at September 30.

3. School jurisdictions wishing to participate in the elementary component of the EOF will complete the appropriate section of the Grants Application Form and submit it to the Regional Office of Education for approval by October 22.

4. Alberta Education will distribute elementary EOF grants to participating jurisdictions for the length of the funding cycle, subject to satisfactory compliance with program and financial reporting requirements.

5. School jurisdictions will develop and keep current and on file their EOF policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

6. School jurisdictions will monitor and evaluate the EOF elementary program as required by their evaluation policies.

7. Regional Offices of Education will monitor the programs, as required.

8. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

9. Each school jurisdiction will report on the EOF elementary programs in its Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

10. Alberta Education will review provincial policies, guidelines, procedures, and funding structures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

Education Opportunities Fund--Elementary Component (continued)

11. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

12. School jurisdictions will submit a Budget Report Form to the School Business Administration Branch by April 30.

13. School jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

OFFICIAL AND OTHER LANGUAGES

BACKGROUND

To continue to respond more adequately to the increasing demands for students to become more fluent in the French language, the government will provide financial support for opportunities for students, where demand exists, to become proficient in the French language.

In addition, to recognize the multicultural dimensions of Alberta, opportunities will be provided to students wishing to acquire or maintain languages other than English or French.

Finally, for students newly arrived in Alberta who need to acquire proficiency in English as a Second Language, opportunities will be provided to facilitate the process of adaptation to a different social environment and the process of learning a new language.

The three policies which follow outline each of these programs.

FRENCH LANGUAGE PROGRAMS

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain proficiency in French so that they may have access to instructional programs in that language.

GUIDELINES

1. School jurisdictions will develop and keep current written policies and individual programs in keeping with the intent of the province's policies, guidelines, and procedures and in accordance with student needs at the local level.

2. Instructional programs, ECS - Grade 12, are to be in agreement with:

   (a) ECS program requirements of Alberta Education;
   (b) courses of study and instructional materials for programs as prescribed or approved by the Minister for Grades 1-12 (Section 12, subsection (2) of the School Act) including cultural activities congruent with the program objectives.

3. Provincial funds for French language instructional programs will be integrated with funds available from the federal government, with due credit given to both governments.

4. Funding for approved French language instructional programs will be provided through a grant based on a full-time equivalent student.

French Language Programs (continued)

PROCEDURES

1. When initiating French language programs, school jurisdictions will deliver to the Minister a motion of the school board authorizing the use of French as a language of instruction.

2. In consultation with the school board or eligible agency, Alberta Education will determine priorities and develop specifications for local jurisdictions or organizations wishing to access cost-shared funds for initiating or expanding instructional programs.

3. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial financial support.

4. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

5. School jurisdictions wishing to gain access to French language grants must indicate this annually in the Grants Application Form submitted to Regional Offices of Education for approval by October 22.

6. Funds will be distributed by Alberta Education on the basis of the jurisdiction's count of full-time equivalent students served by this program as at September 30.

7. School jurisdictions will monitor and evaluate the instructional programs as required by their evaluation policies.

8. Regional Offices of Education will monitor the programs, as required.

9. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

10. Each school jurisdiction will report on the French language programs in its Annual Report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

11. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

12. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

13. School jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

DEFINITIONS

1. FRENCH LANGUAGE PROGRAM

An instructional program approved by the Minister where French is used as the language of instruction is as follows:

(a) if the program commences in Grade 1, then with respect to Grades 1 and 2,

(1) the amount of time French is used as the language of instruction,
(2) the nature and extent of English language instruction, if any, and
(3) the point at which the English language arts program, if any, is initiated

are at the discretion of the board;

(b) regardless of when the program commences, after Grade 2,

(1) not less than 300 minutes per week of instruction in English language arts shall be provided for each student in each of Grades 3, 4, 5, and 6;
(2) not less than 150 hours per year of instruction in English language arts shall be provided for each student in each of Grades 7, 8, and 9; and
(3) not less than 125 hours per year or the equivalent of 5 credits per year of instruction in English language arts shall be provided for each student in each of Grades 10, 11, and 12.

2. FRENCH AS A SECOND LANGUAGE PROGRAM

A program approved by the Minister in which the French language is studied as a subject only.

3. FULL-TIME EQUIVALENT STUDENT

At the elementary level (ECS - Grade 6) a full-time equivalent student is one who receives an equivalent of 75% of instruction in French at the elementary level.

At the secondary level a full-time equivalent student is one who receives an equivalent of 60% of instruction in French at the secondary level (Grades 7-12).

LANGUAGES OTHER THAN ENGLISH OR FRENCH

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain languages other than English or French so that they may have access to instructional programs in those languages.

GUIDELINES

1. School jurisdictions will develop and keep current written policies and instructional programs in keeping with the intent of the province's policies, guidelines, and procedures and in accordance with student needs at the local level.

2. Provision of instructional programs, ECS - Grade 12, is to be in agreement with:

   (a) ECS program requirements of Alberta Education;
   (b) courses of study and instructional materials for programs as prescribed or approved by the Minister for Grades 1-12 (Section 12, subsection (2) of the School Act), including cultural activities that are congruent with the Program of Studies.

3. Funding for approved instructional programs in languages other than English or French will be provided through a grant based on a per pupil-served rate.

Languages Other than English or French (continued)

PROCEDURES

1. The local jurisdiction, when initiating an instructional program in a language other than English or French, will deliver to the Minister a motion of the school board authorizing the use of a language other than English or French as the language of instruction.

2. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

3. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

4. Funds will be distributed by Alberta Education on the basis of the jurisdiction's pupil-served count as at September 30.

5. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the Grants Application Form to Regional Offices of Education for approval by October 22.

6. School jurisdictions will monitor and evaluate the instructional programs as required by their evaluation policies.

7. Regional Offices of Education will monitor the programs, as required.

8. Alberta Education will also evaluate the programs. as required. The results of the evaluation will become public documents.

9. Each school jurisdiction will report on the programs offered in languages other than English or French in its Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

10. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

11. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

12. The school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

Languages Other than English or French (continued)

DEFINITIONS

1. INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH OR FRENCH

An instructional program in which a language other than English or French is used as the language of instruction for at least 25% of the instructional day to a maximum of 50%.

ENGLISH AS A SECOND LANGUAGE

POLICY

Alberta Education will assist school boards in providing instructional programs for students who, having recently arrived in the province, require special assistance in learning English as a second language so that they can follow instruction in English.

GUIDELINES

1. School jurisdictions will develop and keep current written policies and instructional programs in keeping with the intent of the province's policies, guidelines, and procedures and in accordance with student needs at the local level.

2. Provision of special assistance includes:

   (a) the development, implementation and assessment of appropriate instructional programs, Grades 1-12, in which attention is given to the linguistic, cultural and academic needs of students;
   (b) courses or parts of courses and instructional materials as prescribed or approved by the Minister (Section 12, subsection (2) of the School Act); and
   (c) priority being placed on assistance that encourages the rapid integration of students into the school and community environment.

3. Funding for approved programs will be provided through a grant based on a per pupil-served rate.

4. Funding will be provided for individual students up to a maximum of two years.

English as a Second Language (continued)

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial financial support.

2. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

3. Funds will be distributed by Alberta Education on the basis of the jurisdiction's pupil-served count as at September 30.

4. School jurisdictions wishing to gain access to provincial English as a Second Language grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Alberta Education for approval by October 22.

5. School jurisdictions will monitor and evaluate the instructional programs as required by their evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each school jurisdiction will report on the English as a Second Language programs in its Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

9. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

10. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

11. School jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

REGIONAL FILM CENTRES

BACKGROUND

Audio-visual materials help improve learning opportunities. Because of the high cost of 16mm films, Alberta Education established a provincial film loan service for all schools in the province.

Over time, teacher demand for this service increased to the point where it became evident that a decentralization of the service was necessary. The large urban school boards in Edmonton and Calgary agreed to operate their own film centres, and each of these boards received a grant of films from Alberta Education to establish its initial film collection. To provide equity of opportunity in the rural areas of the province, Alberta Education encouraged local school boards to establish Regional Film Centres that would serve a sufficiently large student enrolment within a zone to make possible an efficient and effective film service. Five such centres now exist, and their boundaries include all areas of the province outside Edmonton and Calgary.

POLICY

Alberta Education supports the equitable provision of film and related learning resources as an integral part of learning experiences for students.

GUIDELINES

1. Participation in a Regional Film Centre is at the discretion of individual school boards.

2. School boards choosing to establish a Regional Film Centre must seek the Minister's approval to form a Joint Committee.

3. The Joint Committee will name an Agent Board that will be responsible for the administration of the Regional Film Centre.

4. The Joint Committee will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures and in accordance with student needs at the local level.

Regional Film Centres (continued)

5. Alberta Education will provide to a Regional Film Centre an annual matching per pupil grant up to the maximum amount approved by the Minister. This grant will be based on the eligible pupil enrolment for SFPF funding as reported by Member Boards.

6. It is the responsibility of the four urban school boards in Edmonton and Calgary to provide film and related learning services for their students.

PROCEDURES

1. The Member Boards and the Minister will sign an agreement to establish a Joint Committee responsible for the administration of the Regional Film Centre, including the following duties:

   (a) naming committees and assigning terms of reference;
   (b) recommending the per capita assessment to Member Boards;
   (c) approving the annual budget;
   (d) electing officers; and
   (e) defining procedures and other matters not specifically set out in the agreement with the Minister.

2. The Joint Committee will select an Agent Board.

3. The Joint Committee will develop and keep current and on file policies, guidelines, procedures, intended results, how these results will be achieved and evaluation priorities.

4. The Agent Board and Alberta Education will sign an agreement to ensure the transfer and administration of designated funds from Alberta Education.

5. The Agent Board hires staff and manages the day-to-day operations in keeping with the policies established by the Joint Committee with particular attention to inventory, statistics, and financial and operational matters.

6. Alberta Education will provide general information to the Agent Boards in January in regard to the level of provincial financial support for Regional Film Centres.

7. Alberta Education will provide matching grants, based on the eligible SFPF pupil count as at September 30.

8. Agent Boards wishing to gain access to provincial grants must indicate this annually in the Grants Application Form to Regional Offices of Education for approval by October 22.

9. The Joint Committee will monitor and evaluate the operation of the Regional Film Centre, as required.

Regional Film Centres (continued)

10. Evaluation and monitoring of the operation of the centres will be conducted by the Regional Office of Education, as required.

11. Alberta Education, through the Media and Technology Branch, will provide leadership and will co-ordinate the development of province-wide approaches and processes in those areas where the Regional Film Centres agree there is a common need.

12. The Agent Board will submit two copies of its Annual Report to the local Regional Office of Education by July 31.

13. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

14. Regional Film Centres may make program adjustments based on provincial and Joint Committee monitoring, evaluation studies, and other relevant reports.

15. The Agent Board will submit an annual Audited Financial Statement of the Regional Film Centre to the School Business Administration Branch by February 28.

16. The agreement may be terminated by either party with one year's notice.

17. The Minister of Education may terminate the agreement if the Film Centre is not being operated satisfactorily.

DEFINITIONS

1. JOINT COMMITTEE

A group of trustees, each one representing a school board, established to manage film and related services to students.

2. MEMBER BOARD

A school board that names a trustee to serve on the Joint Committee of a Regional Film Centre.

3. AGENT BOARD

A school board selected by a Joint Committee to act on its behalf.

4. REGIONAL FILM CENTRE

An educational agency operated by a Joint Committee to provide film and other learning resource services through acquisition, distribution, maintenance, and evaluation.

Regional Film Centres (continued)

5. ZONE

An Alberta Education zone.

6. REGIONAL FILM CENTRE BOUNDARY

The area within an Alberta Education zone formed by the boundaries of the member boards of a Regional Film Centre.

SCHOOL EXTENSION PROGRAMS

BACKGROUND

The demands of modern society accentuate the need for each adult to have a basic education. Basic education assists adults to become more self-supporting and productive contributors to society.

POLICY

Alberta Education supports programs that assist adults in the acquisition of basic education.

GUIDELINES

1. Grant applicants will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

2. School extension programs may be adapted by grant applicants to meet the needs of adults while maintaining the intent of the Grades 1-12 curricula.

3. Provincial funding for school extension programs will be provided through a grant based on a dollar rate per pupil served and the number of course hours.

4. Successful completion of a school extension program by a student results in the awarding of grade level completion at the Grades 1-9 level or the awarding of high school credits at the Grades 10-12 level.

5. School extension programs must be taught by teachers certificated by Alberta Education.

6. Alberta Education will work in co-operation with other departments of government in the provision of basic education for adults.

School Extension Programs (continued)

PROCEDURES

1. Alberta Education will provide information to grant applicants in January of each year in regard to the level of provincial financial support.

2. Grant applicants will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before grant applicants apply for provincial funds.

3. Alberta Education will consult on a continuing basis with other government departments involved with school extension programs and encourage interagency co-operation at the school/community level.

4. Grant applicants wishing to gain access to school extension grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22, or in the case of full-time, Grades 1-9 level adult basic education, through a project proposal submitted to the Support Programs Branch at least 90 days prior to the planned implementation date.

5. Each grant applicant will monitor and evaluate the instructional programs as required by its evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each grant applicant will report on school extension programs in its Annual Report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

9. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

10. Grant applicants may make program adjustments based on provincial and local monitoring, evaluation studies and other relevant reports.

11. Grant applicants will submit to the School Business Administration Branch an annual Audited Financial Statement by February 28.

School Extension Programs (continued)

DEFINITIONS

1. ENROLMENT COURSE HOUR

One school extension student enrolled for one hour of instruction in a school extension course that is a part of an approved school extension program.

2. SCHOOL EXTENSION PROGRAMS

Adult basic education and summer school as defined below.

3. ADULT BASIC EDUCATION

Education as contained in the Grades 1-12 curricula, which is provided by Alberta schools to adults with needs for such education.

4. SUMMER SCHOOL

Basic Education, as contained in the Grades 1-12 program of studies, offered to students regardless of age during school summer holidays.

5. SCHOOL EXTENSION STUDENT

A student enrolled and participating in a course of a school extension program as counted during the third week of said course.

6. GRANT APPLICANT

A public or separate school board approved by Alberta Education to offer school extension programs; a public college with an agreement with an approved public or separate school board to offer school extension programs; or a private school approved to offer school extension programs by Alberta Education.

SPECIAL EDUCATION

BACKGROUND

For over 50 years Alberta Education has made special provision for the education of exceptional students. Through the years, progress has been made in developing educational programs designed to address the special needs of such students. Through special funding from Alberta Education, school boards have also been encouraged to establish special education programs.

Although the term "exceptional" when applied to students has traditionally included those who are especially gifted or talented, to date such students have not been represented to the same extent as students with educational disabilities in the programs and funding for special education. Considerable attention has been given to the special needs of gifted or talented students in recent years and their special needs have been documented and recognized. The terms "exceptional students" and "special education" apply equally to the gifted, talented, or the educationally disabled students. Special education funding is, therefore, applicable to programs for the gifted or talented as well as for programs for students with educational disabilities.

POLICY

Alberta Education supports the provision of educational programs for exceptional students who have special needs, whether the students are gifted, talented, or educationally disabled.

Special Education (continued)

GUIDELINES

1. School jurisdictions are responsible for the identification, assessment, placement, and programming for exceptional students. School jurisdictions are also responsible for evaluating the individual progress of exceptional students.

2. Alberta Education will provide information and program advice related to the development, implementation, and evaluation of special education programs.

3. Each school jurisdiction must establish policies, guidelines, and procedures for the convening and conduct of a Local Appeal Committee through which parents may appeal placement decisions.

4. Each school jurisdiction and category 2 private school will develop and keep current written policies, guidelines, and procedures for the development or adaptation of programs for exceptional students under its jurisdiction, in keeping with the intent of provincial policies, guidelines, and procedures.

5. Alberta Education will provide program funding for exceptional students through the special education program grant. This single grant is based on a rate in dollars per resident pupil.

6. Two to five percent of the Special Education Grant, depending on a board's increase in grant entitlement, will be spent on programs for the gifted.

7. Special education grants must be expended on programs for the educationally disabled, gifted, or talented. If funds remain after the Special Education program needs are met, the director of the appropriate Regional Office of Education must be advised of a redirection of these funds to any other program.

8. Alberta Education will provide grants in support of approved educational programs for students residing and receiving their education in provincially approved institutions.

9. Alberta Education will provide funding to maintain regional assessment and consultation services for sensory multi-handicapped students.

10. Alberta Education will establish curricula for exceptional students.

11. Alberta Education will provide standards that should be considered in identifying and assessing exceptional students.

12. Programs for exceptional students should encourage participation of students in a regular school environment whenever possible.

This page replaces page 34 of Second Edition.

Special Education (continued)

PROCEDURES

1. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial financial support.

2. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

3. Funds will be allocated by Alberta Education on the basis of the school jurisdiction's resident pupil count as at September 30.

4. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22.

5. Each school jurisdiction will monitor and evaluate the instructional programs as required by the school jurisdiction's evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each school jurisdiction will report on the special education and gifted programs in its Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

9. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

10. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

11. School jurisdictions will submit a Budget Report Form to the School Business Administration Branch by April 30.

12. The school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

This page replaces page 35 of Second Edition.

Special Education (continued)

DEFINITIONS

1. EXCEPTIONAL STUDENT

A student who is educationally disabled, gifted, or talented.

2. INSTITUTIONAL STUDENT

A student who, for any of a variety of reasons, has been placed in a full-time residential setting where the student attends school in an approved institution.

3. SENSORY MULTI-HANDICAPPED STUDENT

A student whose visual and/or hearing impairment is accompanied by other disabilities and who requires specialized services usually unavailable in programs for students with visual and/or hearing impairment programs.

4. GIFTED OR TALENTED STUDENT

A student who by virtue of outstanding ability is capable of exceptional performance and who therefore requires special programs beyond the regular school program to realize his/her contribution to self and society.

5. DISABLED ADULT STUDENTS

Disabled persons 18 years of age or older as of September 1 in the year in which they are attending, whom a board, in its discretion, admits to its schools and who are funded:

(a) under the Special Education Program Grant and the School Foundation Program Fund per pupil grant (for those who are 18 or 19 years of age); or
(b) under the Special Education Extension Grant (for those who are 20 years of age or older).

TEACHER INSERVICE

BACKGROUND

Teacher inservice is intended to raise the level of professional awareness and performance. The responsibility for carrying out inservice is shared by the following: schools, school boards, the teaching profession, including individual members, and Alberta Education.

From time to time Alberta Education may identify special needs to which it will suggest a high priority for teacher inservice. For example, the implementation of teacher evaluation policies may require additional inservice activities on the part of school jurisdictions.

Alberta Education provides additional funds to augment the current level of teacher inservice provided by school jurisdictions.

POLICY

Alberta Education provides support for teacher inservice that contributes to higher quality education for students by improving teacher performance.

GUIDELINES

1. From time to time, Alberta Education may suggest teacher inservice needs that should be addressed by the grant applicants (local school jurisdictions and non-profit ECS operators).

2. Grant applicants will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

3. Inservice activities associated with locally developed programs are not eligible for provincial support and shall remain the responsibility of the local school jurisdiction.

4. The ECS programs of school jurisdictions and non-profit operators are eligible for teacher inservice grants.

Teacher Inservice (continued)

5. As a first priority, inservice funds will be used to improve the skills of groups of teachers. The use of the funds for individual teacher improvement will be considered only as a second priority.

6. The activities and expenditures that do not qualify for provincial support are:

   (a) sabbaticals;
   (b) attendance by individual teachers at conferences;
   (c) university credit courses; and
   (d) salaries for the administration of the inservice programs.

7. Alberta Education will provide a grant on the basis of pupils eligible for SFPF support.

8. In planning an inservice program or activity, grant applicants should:

   (a) involve teachers in planning, implementing, and evaluating;
   (b) focus on competencies that go beyond pre-service;
   (c) emphasize classroom practice and solutions for teacher-identified problems;
   (d) accommodate specialized needs and interests of individual teachers as these relate to the program taught; and
   (e) consider jointly sponsored inservice activities.

PROCEDURES

1. Prior to January 1 each year, Alberta Education will provide current program information and may identify its teacher inservice priorities for the coming year.

2. For 1984-85, the provincial priorities suggested for teacher inservice are: computer literacy, gifted, talented, evaluations, and the development of local evaluation policies, guidelines, and procedures.

3. Alberta Education will provide general information to grant applicants in January in regard to the level of provincial financial support.

4. Grant applicants will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before grant applicants apply for provincial funds.

5. Regional Offices of Education may provide consultation for teacher inservice activities if personnel and resources are available.

Teacher Inservice (continued)

6. Funds will be allocated by Alberta Education on the basis of the number of eligible pupils for SFPF as at September 30. For ECS programs, funds are allocated on the basis of the ECS eligible child count.

7. Grant applicants wishing to gain access to provincial grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22.

8. Each grant applicant will monitor and evaluate the teacher inservice programs, as required.

9. Regional Offices of Education will monitor the programs, as required.

10. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

11. Each grant applicant will report on teacher inservice programs in the Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

12. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

13. School jurisdictions and non-profit ECS operators may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

14. School jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28. Non-profit ECS operators will submit an annual Audited Financial Statement to the School Business Administration Branch by September 30.

ACADEMIC-OCCUPATIONAL PROGRAM

BACKGROUND

The Academic-Occupational Program is an alternative program of instruction for students experiencing difficulties in meeting the demands of the regular program. The program's academic courses must be directed toward improving the student's competencies in communication, computation, and social relationships, while the occupational courses should provide opportunities for students to apply these competencies. In addition, the occupational courses will be designed to prepare students for direct entry into employment. The program must provide exit points for students to cross over into a regular program.

POLICY

Alberta Education supports programs that assist students who have serious difficulty in regular school programs and who require alternative programs to enhance their basic competencies and their ability to enter into employment.

GUIDELINES

1. The school jurisdictions will develop and keep current written Academic-Occupational policies, guidelines, and procedures in keeping with the intent of Alberta Education's policies, guidelines, and procedures.

2. The Academic-Occupational program is intended for students who:

   (a) do not or are not expected to qualify for entry into a regular high school program;
   (b) have a record of low achievement;
   (c) are 13 years of age or older on September 1;
   (d) have the written consent of their parents or guardian.

3. In developing and implementing an Academic-Occupational program, school jurisdictions will keep the following considerations in mind:

Academic-Occupational Program (continued)

(a) the program will consist of two components - academic and occupational:
  (1) the academic component should comprise courses directed toward improving student competencies in communication, computation, and social relationships;
  (2) the occupational component should emphasize skills developed in any one or more of the three career routes - business, technical, or personal services;

(b) school jurisdictions will develop a system for student referral, screening, program development, and placement involving the sending and receiving schools;

(c) the program will provide differential services to help students develop competencies in academic and occupational skills;

(d) an Academic-Occupational program will be identifiable and observable as a two (1984-85 year only), three, or four (or more) year program; the two year program will be terminated after the 1984-85 school term.

(e) career counselling will be an integral part of the program;

(f) the proportion of Academic-Occupational students to regular students in an integrated class will be determined locally;

(g) the program will not include credit courses beyond the 20 level of the High School Program of Studies;

(h) the class size should not exceed 20 students in academic subjects and 15 students in occupational courses;

(i) parents, guardians, and students should be informed of the nature and expectations of the program; and

(j) school jurisdictions should co-ordinate efforts among different agencies such as other schools, manpower centres, social services, and local business and industry to facilitate program delivery in the school and the community.

4. Alberta Education will provide financial assistance on the basis of a dollar amount per Credit Enrolment Unit (CEU) up to a maximum of 20 CEU's per student for the operation of approved Academic-Occupational programs offered by school jurisdictions.

5. Year 1 of the program must be a minimum of 250 hours and each succeeding year must be a 50% occupational program.

6. Year 2 and subsequent years of the program must be offered in an approved vocational school facility (or approved equivalent).

Academic-Occupational Program (continued)

7. The occupational component must be composed of laboratory/shop courses only (Law and Occupations, for example, would not qualify).

8. Work Experience 15, 25 courses related to the designated 250 hour career field requirement may be incorporated in year 2 and subsequent years of the program as part of the 50% occupational component.

PROCEDURES

1. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial financial support.

2. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

3. A committee composed of at least the school principal, or designate, and a counsellor from the sending school will be involved with the student in program selection and placement.

4. School jurisdictions offering an approved Academic-Occupational program will provide to the appropriate Regional Office of Education a count of all pupils enrolled in each year of the program as at September 30 .

5. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22.

6. Each school jurisdiction will monitor and evaluate the instructional programs as required by its evaluation policies.

7. Regional Offices of Education will monitor the programs, as required.

8. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

9. Each school jurisdiction will report on academic-occupational programs in its Annual Report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

10. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

Academic-Occupational Program (continued)

11. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

12. School jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

DEFINITIONS

1. **TWO-YEAR PROGRAM** (to be terminated after the 1984-85 school term)

Year 1

Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education and Home Economics and Industrial Education.

Year 2

Total of 50% or more occupational program of which 250 hours must be in a career major.

(Year 2 must be offered in an approved vocational school or authorized equivalent.)

2. **THREE-YEAR PROGRAM**

Year 1

Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education and Home Economics and Industrial Education.

Year 2

Total of 50% or more occupational program of which 250 hours must be in a career field.

Year 3

Total of 50% or more occupational program of which an additional 250 hours must be in a career field established in Year 2. The establishment of a career major is desirable.

(Years 2 and 3 must be offered in an approved vocational school or authorized equivalent.)

Academic-Occupational Program (continued)

3. FOUR (OR MORE) YEAR PROGRAM

Year 1

Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education and Home Economics and Industrial Education.

Year 2

Total of 50% or more occupational program of which a minimum of 250 hours must be in a career field.

Year 3

Total of 50% or more occupational program of which 250 hours must be in one career field. The establishment of a career major is desirable.

Year 4

Total of 50% or more occupational program of which 250 hours must be in one career field. Work study must be a component of the Year 4 program. The establishment of a career major is desirable.

Year 5

Total of 50% or more occupational program consisting of individualized intensive extension of Year 4.

(Years 2, 3, 4, and 5 must be offered in an approved vocational school or authorized equivalent.)

VOCATIONAL EDUCATION PROGRAM

BACKGROUND

The Vocational Education program is operated in Alberta comprehensive high schools to provide a means for all students who desire to learn about and develop skills in a number of trade-oriented career fields. Students enter the program at the career orientation stage. They are able to progress through the preparation levels so that they may leave high school with job entry skills leading directly to employment or to further training and education, thus helping them to become productive members of society. To ensure program currency and articulation arrangements with post-secondary institutions, senior courses are taught in specially designed and equipped facilities by certificated teachers who also hold journeyman or equivalent status.

POLICY

Alberta Education provides support to assist students in comprehensive high schools to integrate basic educational skills and job entry skill development in a technical learning environment and to prepare them for employment or further training and education.

Vocational Education Program (continued)

GUIDELINES

1. School jurisdictions will develop and keep current written policies, guidelines, and procedures in keeping with the intent of the province's policies, guidelines, and procedures.

2. The vocational education program will consist of vocational education 12, 22, 32, 15, 25, and 35 courses of the high school program of studies.

3. For grant purposes vocational education courses must be taught by certificated teachers who hold journeyman or equivalent status in the trade area they are assigned to teach.

4. Vocational education courses will be conducted in Alberta Education-approved facilities.

5. Alberta Education will provide funding for vocational education programs on the basis of a dollar rate per Credit Enrolment Unit for the vocational courses.

Vocational Education Program (continued)

PROCEDURES

1. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial financial support.

2. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22.

3. School jurisdictions will develop and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

4. Each school jurisdiction will monitor and evaluate the instructional programs as required by its evaluation policies.

5. Regional Offices of Education will monitor the programs, as required.

6. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

7. Each school jurisdiction will report on Vocational Education programs in its Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

8. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

9. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

10. The school jurisdiction will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

Vocational Education Program (continued)

DEFINITIONS

1. CAREER ORIENTATION

Instruction in introductory vocational courses that assist students in their selection of career patterns. They may be selected from Industrial Education 12 or 15 courses.

2. CAREER PREPARATION

Instruction in senior vocational courses that assist students in their preparation for specific occupations. They are chosen from Vocational 22, 32 or 25, 35 series of courses.

3. CREDIT ENROLMENT UNIT

An individual teacher-person contact time of one credit in a course prescribed or approved by the Minister under section 11(2) of the School Act where the course is included in a program of instruction approved by the Director of a Regional Office.

4. JOURNEYMAN STATUS

Vocational education teachers possess Alberta trade proficiency certification in trade areas recognized by the Apprenticeship and Trade Certification Branch, Alberta Manpower. In trade areas where journeyman certification has not been established by this branch, vocational education teachers must have training and experience that is equivalent to that required for journeyman certification. Evaluation of this training and experience is conducted by Alberta Education consultants.

5. COMPREHENSIVE HIGH SCHOOL

A secondary school that offers both general education courses and vocational education courses in its program.

SECTION THREE:

SCHOOL CAPITAL PROGRAMS

SCHOOL CAPITAL FUNDING

BACKGROUND

The 1984-88 School Capital Funding Program is designed to enable school jurisdictions to provide school space through modernization or new construction. This funding program retains basic principles developed in the 1979-83 program. These principles are:

1. the fostering of local autonomy in planning for additional space requirements;
2. the provision for financial equity among school jurisdictions when meeting the costs of modernization and construction;
3. the maximum utilization of existing space;
4. the provision of new space where no space is available and where other alternatives do not exist;
5. the reuse of excess school space; and
6. the use of a provincial support price that reflects current economic conditions.

However, changing economic conditions have necessitated a more rigorous determination of need, the setting of local and provincial priorities for the construction and modernization of school space, and the reduction of school space exemptions.

Provincial priorities for construction of new space will encourage the modernization of existing space as an alternative to the construction of new space. Where feasible, pupil transportation will be encouraged as an alternative to modernization or new construction.

POLICY

Alberta Education provides funding to school jurisdictions for modernizing existing schools and for constructing new schools.

School Capital Funding (continued)

GUIDELINES

1. School jurisdictions must submit project applications in accordance with the schedule provided by Alberta Education.

2. Equitable funding will be provided to school jurisdictions for the construction and modernization of school space if this space is necessary and if it:

   (a) meets minimum environmental and safety standards as required by provincial building codes and regulations;
   (b) includes adequate space for the delivery and administration of educational programs; and
   (c) includes consideration of interior and exterior finishes.

3. Equitable funding will be calculated using a formula and other considerations based on:

   (a) the use of an equity factor that considers a school jurisdiction's equalized assessment per resident pupil, relative to the provincial average;
   (b) the use of a utilization factor, based on a school jurisdiction's level of utilization of space;
   (c) the use of a support price factor reflecting current economic conditions;
   (d) specific building needs; and
   (e) a set of provincial priorities as set out in the Capital Plan.

4. School space will be deemed necessary where it can be shown to be required and where all or any of these conditions exist:

   (a) the space does not exist; or
   (b) the space exists but is not safe; or
   (c) the space exists but cannot accommodate approved educational programs.

5. School space that is deemed necessary will be provided through either modernization or new construction.

6. Modernization of existing partially empty space and the transporting of students, where feasible, will be considered as alternatives to new construction.

7. Capital project with estimated government support in excess of $100,000 will be financed by debenture borrowing. For an approved project where the estimated government support is equal to or less than $100,000 the school jurisdiction may arrange financing by short-term (five years or less) loan. For the proportion supported by the provincial government, reimbursement for debenture or loan instalment payments will begin in the year following the year of debenture issue.

School Capital Funding (continued)

PROCEDURES

1. Alberta Education will provide general information to the school jurisdictions semi-annually in regard to the level of financial support for school capital funding.

2. School jurisdictions will submit three-year capital plans with five-year enrolment projections. Projects for each year will be ranked in terms of local and provincial priorities. These capital plans will be updated and resubmitted annually.

3. School jurisdictions with estimated local debt retirement costs exceeding three mills will be required to submit an approved Five-year Financial Plan before having their capital plans approved in full.

4. The school jurisdictions' capital plans will be reviewed and priorized by School Buildings Services Branch and Regional Office personnel. An integrated provincial capital plan will be developed, costed, and submitted to the School Buildings Board for approval.

   To ensure that emergencies (projects that could not be predicted and included in capital plans) can be funded without delay, a contingency fund will be maintained.

5. The School Buildings Board will approve the highest priority projects to the extent coverable by the capital funding available in any year. Projects not approved in any year may be added to school jurisdiction capital plans for consideration in subsequent years.

6. When a modernization project proposal is submitted that fits better into a Building Quality Restoration Program (BQRP) category, it will be transferred to the BQRP with the permission of the school jurisdiction. When a modernization project fails to receive funding in any year because of low priority, and when it contains an element or elements that would normally be considered under BQRP guidelines, the school jurisdiction may resubmit the project for consideration as a BQRP project in the following year.

7. School jurisdictions that have had their projects receive final approval will submit project plans and a Letter of Intent to Proceed for each project.

8. The project plans will be reviewed, and the Intent to Proceed will be acknowledged. School jurisdictions will then secure their local source of funding and will submit for ministerial approval a tender or scheme of construction for each project that exceeds $100,000 in estimated government support.

School Capital Funding (continued)

9. For new Construction or Modernization projects where estimated government support is less than $100,000, the school jurisdiction will submit a list of bidders, a copy of the tender accepted, a copy of the bid bond, etc., together with a copy of the board motion of acceptance, or a letter specifying the scheme of construction for subsequent approval by the Director of School Buildings Services.

10. The tender or scheme of construction will be analyzed by School Buildings Services and School Business Administration Services and, if in order, will be forwarded to the Minister, or the Minister's designate, for approval.

11. Once the tender or scheme of construction is approved, the school jurisdiction will submit a contract or written notification of commencement.

12. The School Buildings Services Branch will evaluate the project with a representative of the school jurisdiction, as required. The report will be submitted to the School Buildings Board.

13. Inspections will be carried out, as required.

14. Upon completion of the project, the school jurisdiction will submit a Statement of Final Costs. The School Buildings Services Branch will review the project and prepare an estimated Statement of Eligible Costs.

15. Three years after the tender approval date, the Utilization Factor and final support of the project will be confirmed with the school jurisdiction.

16. The School Buildings Board will approve the supported amount and advise the school jurisdiction of the final Statement of Eligible Costs.

17. Reimbursement of instalment payments on debentures will be based on the estimated supported portions of the debentures as determined by the School Buildings Board and School Business Administration Services. The final support on the debentures will be determined after the final Statement of Eligible Costs is issued by the School Buildings Board.

School Capital Funding (continued)

DEFINITIONS

1. CAPITAL PLAN

An annual listing identifying a school jurisdiction's needed capital projects for a three-year period, the projects' costs, and the priorities of the projects as seen by the school jurisdiction. A capital plan will also describe past and future enrolments.

2. FINANCIAL PLAN

A five-year plan establishing how a school jurisdiction will reduce its mill rate applicable to local debt retirement to three mills or less.

3. TOTAL CAPACITY

The total number of pupils allotted to the instructional area of a school building or school building project as calculated in the School Buildings Regulation.

4. FUNDING FORMULA

The means of determining provincial funding for a new construction or modernization project. The formula includes factors to adjust for financial equity, district utilization of space, approved areas, and changes in construction costs.

5. PUPIL SPACES

A representation of the physical area of a school facility as expressed by the pupils it can accommodate allowing space for program flexibility.

BUILDING QUALITY RESTORATION PROGRAM (BQRP)

BACKGROUND

Alberta Education instituted the BQRP to encourage school jurisdictions to continue using existing school space. It was implemented as an additional funding program to the School Capital Funding Program. The BQRP was designed to enhance the quality and useful life of school buildings and the physical environment of schools. In order of priority, the goals for this program are:

1. to remediate health and safety problems in schools;
2. to prolong the useful life of school buildings;
3. to foster energy conservation in schools;
4. to upgrade business education equipment; and
5. to improve the interior and exterior finishes of school buildings.

POLICY

Alberta Education provides funding to school jurisdictions to upgrade the quality and to extend the life of school buildings.

Building Quality Restoration Program (continued)

GUIDELINES

1. BQRP funding will be based on specific building needs according to the following priorities:

   (a) First priority will be given to projects designed to remediate health, safety, or structural deficiencies in school buildings. To ensure that other provincial priorities shall be met, some funds will be earmarked for special purposes such as energy conservation, business education equipment upgrading, and ministerially approved special projects.
   (b) Second priority will be given to projects designed to preserve the quality of school buildings. Projects could include mechanical systems, electrical systems, codes, and structural deficiencies.
   (c) Third priority will be given to projects designed to improve the interior and exterior finishes of school buildings.

2. BQRP funding will be based on equity and on the age of the building components.

3. Funding for BQRP projects will be provided either by outright grants up to $100,000 from Alberta Education or by debentures when the grant ceiling is exceeded.

4. The School Buildings Board will rule on what may be accepted for support.

5. Business education equipment upgrading will be funded by an outright grant for the supported amount. School jurisdictions may finance the unsupported amount by debentures, short-term loans or local revenues.

6. Funding will be provided for an administration fee for BQRP projects (excluding business education upgrading) where no consultant is used.

Building Quality Restoration Program (continued)

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to provincial financial support for BQRP.

2. School jurisdictions will submit annual project plans to Alberta Education (School Buildings Services Branch) identifying each project in terms of local priority and provincial priority.

3. The applications will be reviewed by the School Buildings Services Branch and priorities will be established. School jurisdictions will be notified regarding projects that meet provincial priorities.

4. A construction inspector from the School Buildings Services Branch will evaluate the project with a representative of the school jurisdiction. The inspector will submit his evaluation and recommendation to the School Buildings Board.

5. The School Buildings Board will decide on the requests. School jurisdictions will then receive the approval letter and the Statement of Claim Form.

6. School jurisdictions will make arrangements for financing the projects.

7. School jurisdictions will submit project tenders for ministerial approval for projects receiving over $100,000 provincial support, or Letters of Intent to Proceed with projects receiving less than $100,000 provincial support, to the School Buildings Services Branch for processing.

8. School jurisdictions will complete the work, complete the Statement of Claim Form and forward two copies to School Buildings Services Branch.

9. A construction inspector will evaluate the projects and complete the claim forms. The claim forms will then be forwarded to the Grants Administration Branch for verification of support and release of funds.

10. Adjustments, if required, will be made following the evaluation by the inspector from the School Buildings Services Branch.

11. Final inspections will be carried out, as required.

12. Reimbursement of instalment payments on debentures (short-term loans, if necessary) will be based on the estimated supported portions of the debentures and adjusted when the final support is determined.

13. The local school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch of Alberta Education by February 28.

Building Quality Restoration Program (continued)

DEFINITIONS

1. ADMINISTRATION FEE

Financial assistance to school boards to help defray the cost of administration of the BQRP. The business education equipment upgrading category is not included.

2. BUILDING COMPONENTS

The structural, mechanical, and electrical building elements that require upgrading to improve or maintain the quality of the school environment and to prolong the life of the facility for educational use.

3. BUILDING LIFE

The expected useful life of a school building, determined in part by the type of construction.

4. ENERGY CONSERVATION

Upgrading components that will result in energy conservation and subsequent cost savings.

5. INSPECTIONS

On-site evaluations by a construction inspector to qualify the eligibility of component replacement based on BQRP, and to verify that the work is complete.

SECTION FOUR:

TRANSPORTATION AND BOARDING GRANTS

TRANSPORTATION AND BOARDING GRANTS

BACKGROUND

Alberta Education provides support to assist the transportation of pupils as required in school jurisdictions. Three categories of funding are provided.

First, basic transportation funding is provided to all urban and rural jurisdictions. Second, transportation funding is provided for pupils with special education requirements, such as the mentally handicapped. This additional funding is provided because of the higher costs associated with the transportation needs of these pupils. Third, funds are provided to pupils gaining access to recognized second language programs. The funding of these three policies is based on the count of eligible transported pupils.

The following policies, guidelines, and procedures describe the three transportation funding categories supported by Alberta Education.

URBAN AND RURAL TRANSPORTATION GRANTS

POLICY

Alberta Education provides support to all school jurisdictions for pupils in Grades 1-12 who require transportation to attend school.

GUIDELINES

A. RURAL TRANSPORTATION

1. Eligible Pupils

In general, pupils who qualify for this grant are those who are:

(a) eligible SFPF pupils;
(b) attending Grades 1-12;
(c) living in a rural district; and
(d) living more than 2.4 km from their designated schools.

2. Funding Structure

The rural transportation funding comprises four major factors: Rural Basic Grant, Rural Supplementary Mileage Grant, Rural Bus Load Factor, and the Short Route Equity Factor.

Funding is also provided for rural between-school travel, for use of special vehicles in rural areas because of terrain conditions, and for supplementary mileage for special rural vehicles.

3. Rural Basic Grant

The basic transportation grant for rural school jurisdictions is based on per diem bus rates. Payments will be made for each school bus for each day in the transportation year that the school bus transports eligible passengers. This grant includes payments for inclement weather and payments for parent-provided transportation where regular school jurisdiction conveyance is not reasonable.

Transportation Grants (continued)

4. **Rural Supplementary Mileage**

A jurisdiction will be paid an additional grant amount above the basic grant, as applicable.

5. **Short Route Equity Factor**

An equity allowance based on a flat rate per day per bus will be used in calculations of payment adjustments for routes of 79 km of less to offset differentially higher costs for short bus routes.

6. **Rural Bus Load Factor**

Payment adjustments will be made based upon the 85 bus load factor.

B. URBAN TRANSPORTATION

1. **Eligible Pupils**

In general, pupils who qualify for this grant are those who are:

(a) eligible SFPF pupils;
(b) attending Grades 1-12;
(c) living in an urban jurisdiction; and
(d) living more than 2.4 km from their designated schools.

2. **Funding Structure**

Urban transportation funding comprises three major factors: Urban Basic Grant, Urban Building Restraint Grant, and Urban Alternative Programs Grant. Funding is also provided for other urban programs.

The funding structure consists of the sum of flat yearly rates for the Urban Basic Grant plus the Urban Building Restraint Grant plus the Urban Alternative Programs Grant.

3. **Urban Basic Grant**

A yearly flat rate is provided for each eligible pupil transported in a school bus or public carrier, unless the pupil qualifies for funding under the Special Education or Second Language transportation grant categories.

4. **Urban Building Restraint Grant** (Transportation Allowance in Lieu of Construction)

Reflecting the current economic situation, the new School Capital Plan utilizes a process for setting priorities that significantly reduces the incidence of new construction in urban areas. Consequently, a yearly flat grant per transported eligible pupil will be paid to urban jurisdictions in lieu of new school construction.

Transportation Grants (continued)

5. **Urban Alternative Program**

To facilitate the transportation of eligible pupils to board-permitted programs such as vocational education or the programs for the gifted and talented, the urban jurisdictions will receive a yearly flat grant per transported eligible pupils, in addition to the Urban Basic Grant. The choice of programs is at the discretion of the board.

6. **Other Urban Programs (Includes Disadvantaged and Compensatory)**

The funding for these programs will be at the Urban Basic Rate. To be eligible, the pupil must live more than 2.4 km from the school to be attended, and must be directed or permitted by the board to attend the program in that school.

Some types of programs that qualify for this grant are:
- schools for unwed mothers;
- programs for alienated pupils; and
- provincially recognized Academic-Occupational programs.

7. **Special Provisions**

Provisions also exist to accommodate special circumstances such as pupils transported by the Government of Canada, status Indian pupils, and children of employees of the Government of Canada.

SPECIAL EDUCATION TRANSPORTATION GRANT

POLICY

Alberta Education provides support to all school jurisdictions to assist in meeting the unique transportation requirements of pupils with special needs.

GUIDELINES

1. **Eligible Pupils**

   In general, pupils eligible for special education transportation funding are those who are:

   (a) eligible SFPF pupils;
   (b) attending Grades 1-12;
   (c) handicapped by mental retardation, sensory defect, emotional disorder, physical disability, or delicate health; and
   (d) unable to use the regular transportation provided under the Urban and Rural Transportation Grant.

   NOTE: Those special education pupils who are able to use the regular transportation arrangements will be transported and funded under the Urban and Rural Transportation Grant.

2. **Special Education Basic Grant**

   One yearly flat rate per eligible special education transported pupil will be provided.

Transportation Grants (continued)

3. **Other Grants**

Besides the Special Education Basic Grant, additional grants will be provided as applicable.

(a) Weekend Travel

Where eligible transported pupils are transported on a weekend by some means provided by parents between their permanent residences and their boarding places for the purposes of attending schools of boards or schools of organizations or agencies providing special education services, the boards will receive payment on a flat rate per year basis.

(b) Boarding Allowance

The board will receive one flat yearly grant for each pupil or day extension pupil who, with board approval, attends a school that requires the pupil's absence from his/her residence.

(c) Modifying Special Education Buses

A grant based on a flat rate will be provided if a board, with the approval of the Minister and subject to inspection and licensing by the Motor Transport Board, modifies a school bus to accommodate wheelchair passengers or purchases a school bus equipped to accommodate wheelchair passengers.

SECOND LANGUAGE TRANSPORTATION GRANT

POLICY

Alberta Education provides support to school jurisdictions for elementary pupils attending approved second language programs.

GUIDELINES

1. **Pupil Eligibilty**

   In general, eligible pupils for provincial grants are those who are:

   (a) eligible SFPF pupils;
   (b) attending elementary school (Grades 1-6);
   (c) enrolled in a board-approved second language program that conforms to a provincially mandated curriculum; and
   (d) living more than 2.4 km away from the school to be attended.

2. **Funding Rate**

   A yearly flat rate per eligible transported pupil will be provided by the province.

Transportation Grants (continued)

PROCEDURES (for all Transportation Grants)

1. Alberta Education will provide general information to local school jurisdictions in January regarding the level of provincial financial support.

2. School jurisdictions will also maintain adequate transportation records on file, including maps of individual routes, maps of attendance area, records of route distance, and a list of the names and grades of eligible passengers.

3. Funds will be distributed by Alberta Education on the basis of the jurisdiction's eligible transported pupil count. For rural regular transportation the count date is September 30; for all other transportation grants and boarding allowances the count date is October 31 for 1984-85.

4. Alberta Education will monitor and evaluate the transportation programs, as required.

5. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

6. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

7. School jurisdictions will submit a Budget Report Form to the School Business Administration Branch by April 30.

8. The school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch of Alberta Education by February 28.

Transportation Grants (continued)

DEFINITIONS

1. BOARD DIRECTED

With the exception of Special Education Handicapped students, for whom distance eligibility is not a prerequisite for funding, a board may direct or counsel a student to attend a specific school that can provide appropriate services in response to that student's particular educational needs. The student who lives more than 2.4 km from the school to which he/she has been directed is then eligible for funding. Board direction addresses situations where the educational needs of the student preclude choice and require that the student attend a particular program.

2. BOARD PERMITTED

Where a student or parent exercises personal choice as to the school the student will attend, that student is not eligible for funding.

However, in recognition of the fact that the course offerings may differ significantly from one school to another, and that career requirements often compel senior high school students to seek particular programs that may not be offered in their designated schools, the province will provide a transportation grant allocation for the provision of transportation to students attending a school of choice located more than 2.4 km from home. Programs of choice include vocational education, programs for the gifted and talented, and other programs aimed at augmenting the career and educational opportunities of students. The disbursement of the funds is at the discretion of the board, including the choice of programs to be funded and the procedure for admission to them.

NOTE: Other definitions pertintent to Transportation are included in the School Foundation Program Fund Regulation.

SECTION FIVE:

PROVINCIAL EVALUATION POLICIES, GUIDELINES, AND PROCEDURES

PROVINCIAL EVALUATION POLICIES

BACKGROUND

Alberta Education and school jurisdictions are responsible for ensuring that the highest possible quality of education is provided for students in the province. This mandate encompasses the teaching, programs, and facilities provided to students in Alberta's educational system, from Early Childhood Services through Grade 12.

To maintain and improve the quality of education throughout the province, the Government of Alberta has adopted the following goal:

> Alberta Education and school jurisdictions will use the results of evaluations to improve further the quality of education provided to students in Alberta.

To achieve the government's goal, statements of evaluation policies, guidelines, and procedures have been developed and adopted affecting the following five areas:

- student evaluation
- teacher evaluation
- program evaluation
- school evaluation
- school system evaluation

These policies apply to school jurisdictions, private schools, and privately operated Early Childhood Services centres. They will be complemented by the development and implementation of policies, guidelines, and procedures at the school jurisdiction level.

Evaluation that is done on a regular basis is an important part of the management of education. The major components of the process at the local and provincial levels are summarized below:

- development of educational plans for the coming year;
- implementation of the plans;
- monitoring and reporting on the process of implementation;
- evaluation of the results; and
- use of the information to improve the education programs provided.

STUDENT EVALUATION

POLICY

Student achievement in provincially prescribed programs will be evaluated to assist in the establishment, maintenance, and advancement of standards.

GUIDELINES

1. The primary responsibility for the continuing evaluation of student achievement lies with each school jurisdiction and its teachers.

2. Each school jurisdiction will develop, keep current, and adopt written student evaluation policies, guidelines, and procedures in keeping with the intent of provincial policies, guidelines, and procedures. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will provide assistance in the development of such policies, guidelines, and procedures.

3. Student evaluation policies, guidelines, and procedures should give consideration to:

   (a) the role of the student and the teacher in evaluations;
   (b) the fairness of the student evaluations;
   (c) the student's right of appeal; and
   (d) the use of the results.

4. Alberta Education has responsibility for assisting in the establishment and maintenance of high standards of educational achievement at the provincial and local levels. Therefore, Alberta Education will:

   (a) develop, and provide to school authorities, diagnostic testing instruments to assist in identifying the strengths and weaknesses of students in order that appropriate individual instruction may be provided;
   (b) develop and manage the administration of the Achievement Testing Program to establish, maintain, and advance standards and to monitor their achievement over time;
   (c) develop and manage the administration of Provincial Diploma Examinations that are based on an established provincial program of studies at the Grade 12 level; and
   (d) certify the academic achievement of graduating students by awarding a General Diploma or an Advanced Diploma.

Student Evaluation (continued)

5. A student's final mark on courses in which there is a Diploma Examination will consist of a 50/50 weighting of a school-awarded mark and the diploma examination mark. The pass mark for all Grade 12 courses will be 50%.

6. A person who is 19 years or older and who is deficient in the credits needed for a High School Diploma may receive a High School Equivalency Diploma from Alberta Education in one of two ways:

   (a) through a combination of formal studies and experience; or
   (b) by passing the General Educational Development tests.

NOTE: Specific details of the certification and testing programs are outlined on page 81.

TEACHER EVALUATION

POLICY

The performance of individual teachers and the quality of teaching practices across the province will be evaluated to assist in the provision of effective instruction to students and in the professional growth and development of teachers.

GUIDELINES

1. The primary responsibility for the evaluation of individual teacher performance and for the quality of teaching practice lies with each school jurisdiction.

2. Each school jurisdiction will develop, keep current, and adopt written policies, guidelines, and procedures in keeping with the intent of provincial policies, guidelines, and procedures. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will assist school jurisdictions in the development of policies, guidelines, and procedures.

3. Alberta Education will not hear any appeals from individual teachers who are dissatisfied with evaluation reports in school jurisdictions that have adequate teacher evaluation policies. Alberta Education may consider such appeals from teachers within school jurisdictions that have inadequate policies.

4. Alberta Education and school jurisdictions are responsible for ensuring that:

   (a) teacher evaluation policies and guidelines are implemented appropriately; and
   (b) high standards of teaching practice are achieved and maintained across the province.

5. Teacher evaluation policies should:

   (a) be applicable to all teachers;
   (b) be fair and consistent in application;
   (c) provide for due process and appeal mechanisms within the school jurisdiction;
   (d) permit consultation with teachers in the development of policy, guidelines, and procedures; and
   (e) ensure that the evaluation report is made available to the teacher in question after its completion.

Teacher Evaluation (continued)

6. The results of evaluations will be utilized to:

   (a) assist the professional development of teachers;
   (b) develop improved measures of teacher performance; and
   (c) take appropriate action with respect to teachers whose performance is unacceptable.

7. Alberta Education will conduct teacher evaluations in private schools and privately operated Early Childhood Services centres.

8. Alberta Education will investigate specific incidents involving professional staff in the employ of school jurisdictions when it is deemed by the Minister to be necessary and in the best public interest to do so.

9. A teacher who desires to appeal any matter relating to the issuance, withholding, or cancellation of a certificate may appeal to a committee established by Alberta Education.

PROGRAM EVALUATION

POLICY

Programs from Early Childhood Services to Grade 12 in Alberta will be evaluated to determine if the objectives are appropriate and if they are being attained in an efficient and effective manner.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of all programs being offered by the jurisdiction.

2. Alberta Education is responsible for conducting evaluations of provincial programs.

3. Each school jurisdiction will develop, keep current, and adopt written evaluation policies, guidelines, and procedures in keeping with the intent of provincial policies and guidelines. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will provide assistance in the development of such policies, guidelines, and procedures.

4. In developing local program evaluation policies, school jurisdictions should consider involving teachers, administrators, university personnel, and other members of the community.

5. A school jurisdiction may request that Alberta Education conduct program evaluations, either in co-operation with the school jurisdiction or as an independent evaluator. Alberta Education will consult with the school board on completed evaluations prior to the release of the report.

6. Program evaluations should focus on the following:

   (a) the suitability of objectives;
   (b) the efficiency of the delivery system to achieve the objectives; and
   (c) the results achieved.

Program Evaluation (continued)

7. Evaluations at both the provincial and local levels will be used to make decisions about programs such as:

   (a) the maintenance, modification, or discontinuation of existing programs;
   (b) the need for the development and implementation of other programs; and
   (c) the ways in which existing or proposed objectives could be attained in a more efficient manner.

8. Priorities for evaluations should be established so that the resources available for this management function are utilized most effectively.

9. Final reports on program evaluations will be public documents.

SCHOOL EVALUATION

POLICY

Individual schools will be evaluated to assist in the establishment and maintenance of appropriate management, instructional, and program standards that contribute to a high level of student development and achievement.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of individual schools within their jurisdictions.

2. Alberta Education will conduct periodic evaluations of schools. School jurisdictions may also request Alberta Education to conduct school evaluations. The terms of reference for these evaluations will be established jointly with the jurisdiction involved. Alberta Education will consult with the school board on the completed evaluation prior to release of the report. Final reports will be made public within 60 days after being tabled with school boards.

3. Evaluations of schools undertaken by Alberta Education may be conducted by teams that include personnel from other school systems, universities, or educational institutions.

4. School jurisdictions will develop, keep current, and adopt written policies, guidelines, and procedures in keeping with the intent of provincial policies, guidelines, and procedures. These policies, guidelines and procedures will be a matter of public record, available upon request. Alberta Education will assist school jurisdictions in the development of policies, guidelines, and procedures.

5. In developing local school evaluation policies, school jurisdictions should consider involving teachers, administrators, and other members of the community.

6. School evaluations will focus generally on the following:

   (a) the suitability of objectives;
   (b) the efficiency of the school organization to achieve objectives; and
   (c) the results achieved.

School Evaluation (continued)

7. School evaluations will be used to assist in making decisions with respect to:

   (a) intended programs of instruction;
   (b) efficient and effective delivery of programs;
   (c) organization and management; and
   (d) quality of instruction.

   Decisions on the above should focus on how changes will improve the level of student achievement and development in a particular school.

8. Alberta Education will conduct school evaluations when it is deemed by the Minister to be desirable and in the best public interest to do so. These reports will be released at the discretion of the Minister.

SCHOOL SYSTEM EVALUATION

POLICY

The school systems of Alberta will be evaluated to assist school authorities in the management and operation of their physical, human, and economic resources for the optimal benefit of students within their jurisdictions.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of school systems.

2. Alberta Education may conduct evaluations of school jurisdictions or of components of their operations upon the request of school jurisdictions. The terms of reference for such evaluations will be established jointly by Alberta Education and school jurisdictions. Alberta Education will consult with the school board on the completed evaluation prior to its release. A final report of the school system evaluation will be made public within 60 days after being tabled with school boards.

3. School system evaluations undertaken by Alberta Education may be conducted by evaluation teams composed of Alberta Education personnel, school system personnel, invited school system personnel from other jurisdictions, university personnel, and representatives from other education groups.

4. School jurisdictions will develop, keep current, and adopt written policies, guidelines, and procedures in keeping with the intent of provincial policies and guidelines. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will assist in the development of policies, guidelines, and procedures.

5. School jurisdictions will conduct school system evaluations to assess:

   (a) the appropriateness of objectives;
   (b) the achievement of system objectives; and
   (c) the efficiency of the system in achieving objectives.

School System Evaluation (continued)

6. School system evaluations will be used to make decisions with respect to:

   (a) the maintenance, modification, or discontinuation of present fiscal, management, and program objectives of the system; and
   (b) ways in which the objectives of the fiscal, management, and program components can be attained in a more efficient manner.

7. Priorities for evaluations should be established that focus on major issues, the resolutions of which are likely to contribute to specific improvements in the management and operation of the school system.

8. Alberta Education will conduct school system evaluations when it is deemed by the Minister to be desirable and in the best public interest to do so. The reports will be released at the discretion of the Minister.

EVALUATION PROCEDURES

These procedures apply to the five Provincial Evaluation Policies.

1. Alberta Education Regional Offices will assist in the local development and modification of evaluation policies, guidelines, procedures, and priorities.

2. The evaluation policies, guidelines, procedures, and priorities will be kept on file at the local central office for review, as required.

3. Alberta Education Regional Offices will monitor the implementation of local evaluation policies, guidelines, procedures, and priorities.

4. Before the beginning of each program year, the Alberta Education Provincial Office and Regional Offices will develop or modify, if required, province-wide policies, guidelines, and procedures for the evaluation of teachers in private schools and privately operated non-profit Early Childhood Services centres.

5. Major joint evaluations between Alberta Education and the local school boards should be determined before the commencement of each program year.

6. The local jurisdictions will conduct:

   (a) selected program, school, and/or system evaluation studies in accordance with the priorities established before the commencement of the program year;
   (b) performance appraisals of each teacher in the jurisdiction on a regular basis as per local policies, guidelines, and procedures; and
   (c) local student evaluations throughout the school year as well as the administration of Alberta Education student evaluations, as required.

7. Each school jurisdiction, private school, and private non-profit Early Childhood Services operator will report on local evaluations in its Annual Report. Two copies of the annual report will be submitted to the nearest Regional Office of Education by July 31.

DIPLOMA AND TESTING PROGRAMS

GENERAL DIPLOMA: To receive a General Diploma, a student must satisfy course and credit requirements that include writing the diploma examination in either English 30 or English 33 and receiving at least the required minimum mark.

ADVANCED DIPLOMA: To qualify for the Advanced Diploma, a student must satisfy the current course and credit requirements and write diploma examinations in English 30, Social Studies 30, Mathematics 30, and one of Biology 30, Chemistry 30, or Physics 30, receiving at least the required minimum mark in each.

LIST OF PROVINCIAL DIPLOMA EXAMINATIONS: Examinations will be administered in English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. With the exception of English 30 and English 33, examinations will be available in French to students who have taken their instruction in French.

GENERAL EDUCATION DEVELOPMENT TESTS (GED): To receive a High School Equivalency Diploma, a student who satisfies the eligibility criteria must receive at least a minimum standard score on each of five examinations: writing skills, social studies, natural sciences, reading skills, and mathematics.

DIAGNOSTIC TESTING: The purpose of this program is to collect instructionally relevant information about a student or a group of students with the intent of using the data to aid in the improvement of student learning.

ACHIEVEMENT TESTING: The purpose of this program is to provide educators, trustees, and others with information about student knowledge, understanding, and skill acquired in selected subjects at Grades 3, 6, and 9.

SECTION SIX:

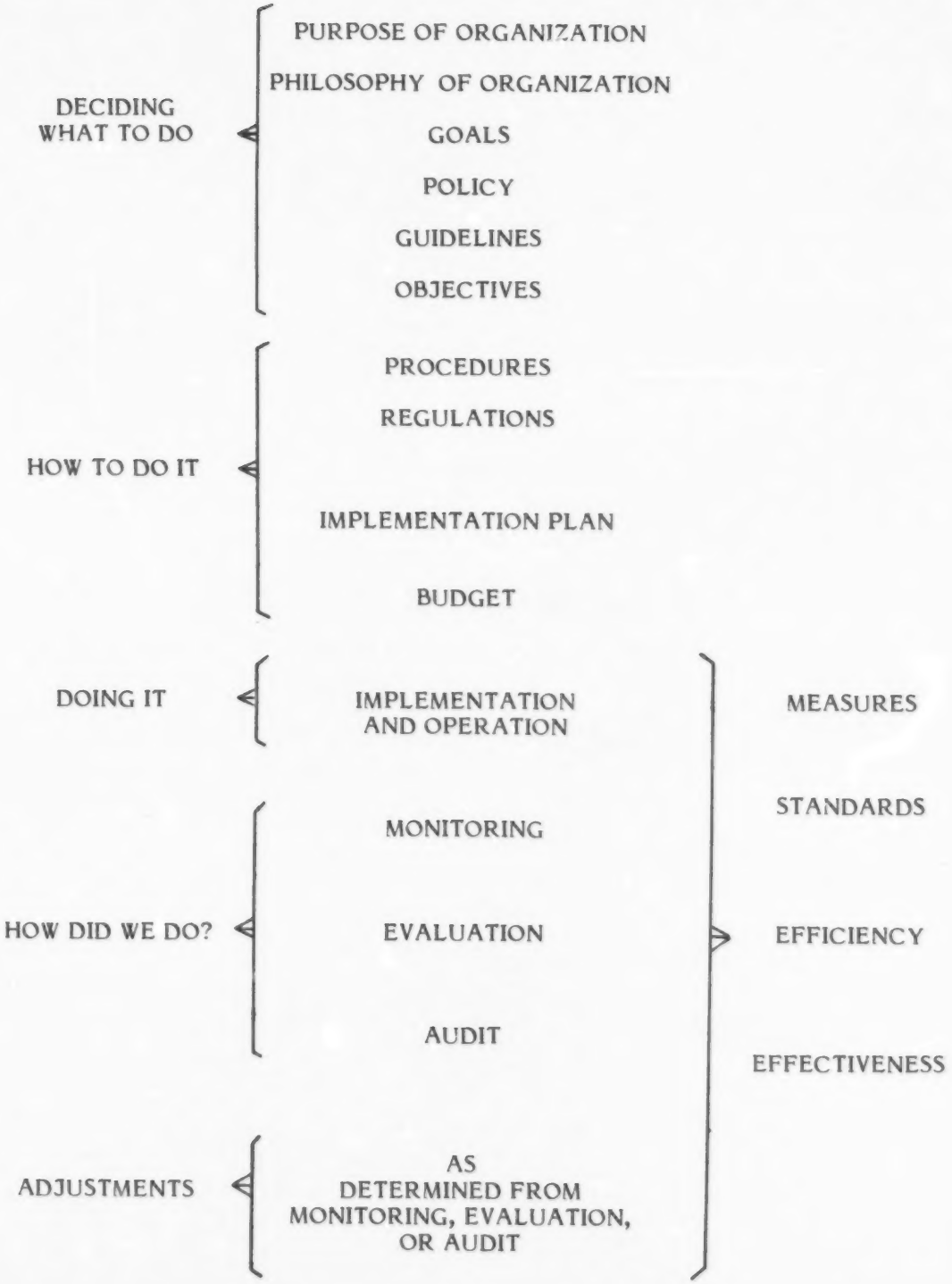
DEFINITIONS OF SELECTED MANAGEMENT TERMS

DEFINITIONS OF SELECTED MANAGEMENT TERMS

BACKGROUND

The following definitions of management terms are being used by Alberta Education. They are provided here to help the reader to understand the use of policies, guidelines, and procedures within the context of the general management process being utilized.

MANAGEMENT TERMS



Revised 1984 09 17

DEFINITIONS

A. DECIDING WHAT TO DO

PURPOSE: (Mission Statement) — The purpose of an organization is the fundamental reason for which the institution exists and establishes the enabling conditions through which the organization will operate. It is usually long-term in nature.

PHILOSOPHY: — Philosophy is the statement of principles upon which the purposes of the organization are based.

GOAL: — A goal is a statement that describes a desired end in general terms over an unspecified period of time.

POLICY: — A policy is a philosophically based statement that is goal-oriented and that establishes the direction for future discretionary action.

OBJECTIVE: — An objective is a statement of desired specific results to be achieved over a specified period of time. It answers both what and when.

GUIDELINE: — A guideline positively defines the framework within which the organization can discharge the policy. It tells what is wanted. It may also indicate why and how.

B. HOW TO DO IT

PROCEDURE: — A procedure is a statement of who does what, how, and in what sequence. Procedures may be either mandatory or discretionary.

REGULATION: — A regulation is a statement that directs action. Some regulations may be mandatory - that is, specify that action shall take place - while others may be discretionary - that is, suggest what action may occur.

Definitions (continued)

IMPLEMENTATION PLAN: An implementation plan consists of a series of activities designed to achieve desired ends.

BUDGET: A budget is a detailed plan for the allocation of the fiscal and human resources required to achieve the goals, policies, and objectives of the organization over a definite period of time.

C. DOING IT

IMPLEMENTATION: Implementation is the process of putting a plan into operation.

D. HOW DID WE DO?

MONITORING: Monitoring is a continual process of determining whether implementation is proceeding according to plan. It involves information-gathering and reporting that support day-to-day management; and may also provide data for subsequent evaluation(s).

EVALUATION: Evaluation is an in-depth analytical activity designed to provide information about the results, effectiveness, and efficiency of the organization and its programs.

FINANCIAL AUDIT: Financial auditing is primarily concerned with the effectiveness of the flow of accounting information and with the reliability of accounting records.

It is an evaluation of:

(a) compliance to established policies, plans, and procedures;
(b) the soundness and adequacy of the system to accomplish its purpose at reasonable cost;
(c) reliability and sufficiency of the financial and management information generated; and
(d) the quality of work performed by personnel with control systems responsibilities.

Definitions (continued)

E. ADJUSTMENTS

ADJUSTMENTS: School jurisdictions or Alberta Education may modify their programs as a result of information from monitoring and evaluation and other relevant reports or studies.

F. OTHER

MEASURE: A measure is a description in specific terms of how to assess progress toward achieving an objective or result.

STANDARD: A standard is a statement of the minimum level or quality of results achieved that are desired, or expected, or acceptable in the delivery of a program or a service. They establish whether the objective or result has been successfully achieved.

EFFICIENCY: Efficiency refers to determining and assessing the relative costs to achieving the objectives set for the activity. With what degree of economy are the objectives achieved? Could alternative programs be designed to achieve the same results at a lower costs? Might some changes be made in the existing program to make it operate more efficiently without additional expenditures? Are the right resources at the right prices being used?

EFFECTIVENESS: Effectiveness is concerned with the achievement of objectives. The identification of objectives and their measurement is of central importance to effectiveness analysis.

PROGRAM: A program consists of interdependent activities and services designed to achieve specific organizational goals, policies, and objectives.

RESULTS: Results are the observed state of a situation, an outcome produced by an action or series of actions. The result may be intended or unintended.